

Strand 1: Reading Process (Kindergarten)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts	Kindergarten
Demonstrate understanding of print concepts.	<p>PO 1. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, <i>Exit</i> and <i>Danger</i> signs).</p> <p>PO 2. Hold a book right side up and turn pages in the correct direction.</p> <p>PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p> <p>PO 4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.</p> <p>PO 5. Distinguish between printed letters and words.</p> <p>PO 6. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>PO 7. Recognize the concept of words by segmenting spoken sentences into individual words.</p> <p>PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.</p>

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

Arizona Academic Content Standards: Reading Standard Articulated by Grade Level

(Approved (3.31.03))

Strand 1: Reading Process (Grades 1-3)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts	Grade One	Grade Two	Grade Three
Demonstrate understanding of print concepts.	<p>PO 1. Alphabetize a series of words to the first letter.</p> <p>PO 2. Distinguish between uppercase and lowercase letters.</p> <p>PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p> <p>PO 4. Identify the title, author, and table of contents of a book.</p>	<p>PO 1. Alphabetize a series of words to the second letter.</p> <p>PO2. <i>Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).</i></p>	<p>PO 1. Alphabetize a series of words to the third letter.</p> <p>PO2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).</p>

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Strand 1: Reading Process (Kindergarten)

Concept 2: Phonemic Awareness	Kindergarten
Identify and manipulate the sounds of speech.	<p>PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).</p> <p>PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)</p> <p>PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).</p> <p>PO 4. Blend two or three spoken syllables to say words.</p> <p>PO 5. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).</p> <p>PO 6. Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).</p> <p>PO 7. Identify the initial and final sounds (not the letter) of a spoken word.</p> <p>PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).</p>

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Strand 1: Reading Process (Grades 1-3)

Concept 2: Phonemic Awareness	Grade One	Grade Two	Grade Three
Identify and manipulate the sounds of speech.	<p>PO 1. Generate a series of rhyming words, including consonant blends.</p> <p>PO 2. Orally segment a multi-syllable word into its syllables.</p> <p>PO3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change <i>cow</i> to <i>how</i>, <i>pan</i> to <i>an</i>).</p> <p>PO 4. Distinguish between initial, medial, and final sounds in single-syllable words.</p> <p>PO 5. Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite).</p> <p>PO 6. Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>PO 7. Blend spoken phonemes with more than three sounds into one syllable words, including consonant blends and digraphs (e.g., /f/i/n/d/ = find; /fl/a/t/ = flat).</p> <p>PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., splat = /s/p/l/a/t/ using manipulatives to mark each phoneme).</p>	<p>PO 1. <i>Orally segment a multi-syllable word into its syllables.</i></p> <p>PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t.../i.../g.../er/ makes tiger).</p> <p>PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t.../i.../g.../er/ while student moves one block for each phoneme).</p>	

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Strand 1: Reading Process (Kindergarten)

Concept 3: Phonics	Kindergarten
Decode words, using knowledge of phonics, syllabication, and word parts.	<p>PO 1. Identify letters of the alphabet (upper and lower case).</p> <p>PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed.</p> <p>PO 3. Say letter sounds represented by the single-lettered consonants and vowels.</p>

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Arizona Academic Content Standards: Reading Standard Articulated by Grade Level

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Strand 1: Reading Process (Grades 1-3)

Concept 3: Phonics	Grade One	Grade Two	Grade Three
Decode words, using knowledge of phonics, syllabication, and word parts.	<p>PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by:</p> <ul style="list-style-type: none"> • Single letters (consonants and vowels), • Consonant blends (e.g., bl, st, tr), • Consonant digraphs (e.g., th, sh, ck), and • Vowel digraphs and diphthongs (e.g., ea, ie, ee). <p>PO 2. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p> <p>PO 3. Use knowledge of base words to identify compound words.</p> <p>PO 4. Read words with common spelling patterns (e.g., -ite, -ill, -ate).</p> <p>PO 5. Recognize high frequency words and irregular sight words.</p> <p>PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p>PO 7. Use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).</p> <p>PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p> <p>PO 4. Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.</p> <p>PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</p> <p><i>PO 6. Recognize high frequency words and irregular sight words</i></p> <p><i>PO 7. Read common contractions fluently (e.g., haven't, it's, aren't).</i></p> <p>PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p><i>PO 9. Use knowledge of word order (syntax) and context to confirm decoding.</i></p>	<p><i>PO 1. Read multi- syllabic words fluently, using letter-sound knowledge.</i></p> <p>PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in -tion, -sion, (e.g., election, vision) • with complex word families (e.g., ight, -ought); and • that include common prefixes, suffixes and root words. <p>PO 4. <i>Read common abbreviations (e.g., Wed., Sept.) fluently.</i></p> <p><i>PO 5. Recognize high frequency words and irregular sight words.</i></p> <p><i>PO 6. Use knowledge of word order (syntax) and context to confirm decoding.</i></p>

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Strand 1: Reading Process (Kindergarten)

Concept 4: Vocabulary	Kindergarten
Acquire and use new vocabulary in relevant contexts.	<p>PO 1. Determine what words mean from how they are used in a sentence, heard or read.</p> <p>PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods).</p> <p>PO 3. Describe familiar objects and events in both general and specific language.</p>

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Strand 1: Reading Process (Grades 1-3)

Concept 4: Vocabulary	Grade One	Grade Two	Grade Three
Acquire and use new vocabulary in relevant contexts.	<p>PO 1. Recognize base words and their inflections (e.g., <i>look, looks, looked, looking</i>).</p> <p>PO 2. Classify common words into conceptual categories (e.g., animals, foods, toys).</p> <p>PO 3. Identify the words that comprise contractions (e.g., can't=can not, it's=it is, aren't=are not).</p> <p>PO 4. Recognize that two words can make a compound word (e.g., sailboat, football, popcorn).</p>	<p>PO 1. Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>PO 2. Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p> <p><i>PO 6. Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).</i></p> <p>PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>	<p>PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.</p> <p>PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.</p> <p><i>PO 3. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</i></p> <p><i>PO 4. Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).</i></p> <p><i>PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</i></p> <p>PO 6. Determine the meaning of common synonyms, antonyms, and homographs.</p> <p>PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary and thesaurus (and CD-ROM and Internet when available).</p>

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Arizona Academic Content Standards: Reading Standard Articulated by Grade Level

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Strand 1: Reading Process (Grades 4-5)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary	Grade Four	Grade Five
Acquire and use new vocabulary in relevant contexts.	<p>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</p> <p>PO 2. Use context to determine the relevant meaning of a word.</p> <p>PO 3. Determine the difference between figurative language and literal language.</p> <p>PO 4. Identify figurative language, including similes, personification, and idioms.</p> <p>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, and glossaries, (and CD-ROM and Internet when available).</p> <p>PO 6. Identify antonyms, synonyms, and homographs for given words within text.</p>	<p><i>PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.</i></p> <p>PO 2. Use context to determine the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p> <p><i>PO 3. Determine the difference between figurative language and literal language.</i></p> <p>PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.</p> <p><i>PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries, (and CD-ROM and Internet when available).</i></p> <p><i>PO 6. Identify antonyms, synonyms, and homographs for given words within text.</i></p>

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Strand 1: Reading Process (Grades 6-8)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary	Grade Six	Grade Seven	Grade Eight
Acquire and use new vocabulary in relevant contexts.	<p>PO 1. Determine the effect of affixes on root words.</p> <p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p><i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).</i></p>	<p>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</p> <p><i>PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</i></p> <p><i>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</i></p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p><i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).</i></p>	<p><i>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</i></p> <p><i>PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</i></p> <p><i>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</i></p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.</p> <p><i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).</i></p>

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Strand 1: Reading Process (Grades 9-10)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary	Grade Nine	Grade Ten
Acquire and use new vocabulary in relevant contexts.	<p><i>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</i></p> <p>PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p> <p>PO 3. Distinguish between the denotative and connotative meanings of words.</p> <p>PO 4. Identify the meaning of metaphors based on common literary allusions.</p> <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, or glossaries (and CD-ROM and the Internet when available).</p>	<p><i>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</i></p> <p><i>PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</i></p> <p>PO 3. Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).</p> <p><i>PO 4. Identify the meaning of metaphors based on common literary allusions.</i></p> <p>PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, or glossaries (and CD-ROM and the Internet when available.)</p>

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Strand 1: Reading Process (Grades 11-12)

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary	Grade Eleven	Grade Twelve
Acquire and use new vocabulary in relevant contexts.	PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon). PO 2. Identify the meaning of metaphors based on literary allusions and conceits.	<i>PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</i> <i>PO 2. Identify the meaning of metaphors based on literary allusions and conceits.</i>

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Strand 1: Reading Process (Grades 1-3)

Concept 5: Fluency	Grade One	Grade Two	Grade Three
Read fluently.	<p>PO 1. Consistently read grade level text with at least 90 percent accuracy.</p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech.</p>	<p>PO 1. <i>Consistently read grade level text with at least 90 percent accuracy.</i></p> <p>PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p> <p>PO 3. Use punctuation, including commas, periods, and question marks to guide reading for fluency.</p>	<p>PO 1. <i>Consistently read grade level text with at least 90 percent accuracy.</i></p> <p>PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.</p>

Strand 1: Reading Process (Grades 4-5)

Concept 5: Fluency	Grade Four	Grade Five
Read fluently.	<p>PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>	<p><i>PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</i></p>

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Strand 1: Reading Process (Grades 6-8)

Concept 5: Fluency	Grade Six	Grade Seven	Grade Eight
Read fluently.	PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>

Strand 1: Reading Process (Grades 9-10)

Concept 5: Fluency	Grade Nine	Grade Ten
Read fluently.	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>

Strand 1: Reading Process (Grades 11-12)

Concept 5: Fluency	Grade Eleven	Grade Twelve
Read fluently.	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>	<i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i>

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Strand 1: Reading Process (Kindergarten)

Concept 6: Comprehension Strategies	Kindergarten
Employ strategies to comprehend text.	PO 1. Make predictions based on title, cover, illustrations, and text. PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.

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Strand 1: Reading Process (Grades 1-3)

Concept 6: Comprehension Strategies	Grade One	Grade Two	Grade Three
Employ strategies to comprehend text.	<p>PO 1. Predict what might happen next in a reading selection.</p> <p>PO2. Relate information and events in a reading selection to life experiences and life experiences to the text.</p>	<p><i>PO 1. Predict what might happen next in a reading selection.</i></p> <p>PO2. Compare a prediction about an action or event to what actually occurred within a text.</p> <p>PO 3. Ask relevant questions in order to comprehend text.</p> <p><i>PO 4. Relate information and events in a reading selection to life experiences and life experiences to the text.</i></p>	<p>PO 1. Predict events and actions, based upon prior knowledge and text features.</p> <p><i>PO2. Compare a prediction about an action or event to what actually occurred within a text.</i></p> <p><i>PO 3. Ask relevant questions in order to comprehend text.</i></p> <p>PO 4. Answer clarifying questions in order to comprehend text.</p> <p>PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.</p> <p>PO 6. Connect information and events in text to related text and sources.</p>

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Strand 1: Reading Process (Grades 4-5)

Concept 6: Comprehension Strategies	Grade Four	Grade Five
Employ strategies to comprehend text.	<p>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p>PO 2. Confirm predictions about text for accuracy.</p> <p>PO 3. Generate clarifying questions in order to comprehend text.</p> <p>PO 4. Use graphic organizers in order to clarify the meaning of the text.</p> <p>PO 5. <i>Connect information and events in a text to experience and to related text and sources.</i></p> <p>PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p>	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Confirm predictions about text for accuracy.</i></p> <p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 5. Connect information and events in a text to experience and to related text and sources.</i></p> <p><i>PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i></p>

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Strand 1: Reading Process (Grades 6-8)

Concept 6: Comprehension Strategies	Grade Six	Grade Seven	Grade Eight
Employ strategies to comprehend text.	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Confirm predictions about text for accuracy.</i></p> <p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.</i></p> <p><i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i></p>	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Confirm predictions about text for accuracy.</i></p> <p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 6. Apply knowledge of the organizational structures (e.g., (chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.</i></p> <p><i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</i></p>	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Confirm predictions about text for accuracy.</i></p> <p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 6. Apply knowledge of the organizational structures (e.g., (chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.</i></p> <p><i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</i></p>

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

Arizona Academic Content Standards: Reading Standard Articulated by Grade Level

(Approved (3.31.03))

Strand 1: Reading Process (Grades 9-10)

Concept 6: Comprehension Strategies	Grade Nine	Grade Ten
Employ strategies to comprehend text.	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 4. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 5. Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.</i></p>	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 4. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 5. Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.</i></p>

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

Arizona Academic Content Standards: Reading Standard Articulated by Grade Level

(Approved (3.31.03))

Strand 1: Reading Process (Grades 11-12)

Concept 6: Comprehension Strategies	Grade Eleven	Grade Twelve
Employ strategies to comprehend text.	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 4. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 5. Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.</i></p>	<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> <p><i>PO 2. Generate clarifying questions in order to comprehend text.</i></p> <p><i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i></p> <p><i>PO 4. Connect information and events in text to experience and to related text and sources.</i></p> <p><i>PO 5. Apply knowledge of organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.</i></p>

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

Arizona Academic Content Standards: Reading Standard Articulated by Grade Level

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